NC STATE UNIVERSITY College of Natural Resources

FA.15.04 - CNR Faculty Workload Guidance

Authority	**Dean**
Title	CNR Faculty Workload Guidance
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Related Policies

- UNC POL 400.3.1. Tenure and Teaching in the University of North Carolina
- UNC POL 400.3.1.1. Guidelines on Teaching and Tenure
- UNC POL 400.3.4 Policy on Faculty Workload
- UNC POL 400.3.4 Regulation on Faculty Workload
- POL 05.20.03 - Faculty Workload
- REG 05.20.37 – Faculty Workload
- REG 05.20.03 -- Annual Reviews of Faculty Members
- REG 05.58.01 – Additional Compensation Paid through the University

Background

NC State University defines an average teaching workload as the portion of the faculty workload spent on direct instruction and instructional activities. Course Overload is defined by the university as a workload assignment that exceeds the expected teaching load for the discipline/department, or the teaching load defined in the faculty member's Statement of Faculty Responsibilities (SFR); faculty may receive additional pay or alternative compensation (such as subsequent course reduction) for overload assignments. REG 05.20.37 – Faculty Workload.

The Executive Vice Chancellor and Provost, in consultation with the Council of Deans, has established workload criteria for the university based on UNC POL 400.3.4. In general, a teaching load of 24 credit hours (or equivalent contact hours) per academic year, along with routinely expected faculty duties such as advising, committee work, and professional development together constitute a full workload and a 1.0 FTE appointment (REG 05.20.37). The Dean, in consultation with the department heads/chairs/directors within the college, will establish criteria for expected workload for the departments and college, including justifications for overloads and course reductions. Differential teaching loads may be authorized in recognition of differing individual circumstances including student success considerations, course level (bachelors, master's, and doctoral), course pedagogies, programmatic accreditation requirements, team-taught courses, research productivity, time bought out by external grants, significant administrative or service assignments, significant advising responsibilities, or other activities aligned with the institution's mission and/or critical to student success as provided for in the policy and identified in the faculty member's SFR.

Although there is significant variation in faculty responsibilities across the college and within each department, there is a need to establish general guidelines for workloads to provide some consistency in expectations for similar faculty roles and responsibilities across departments and programs within the College. These guidelines will also help ensure that faculty are fairly evaluated against their SFR in their (i) annual reviews, (ii) reappointment, promotion, and tenure process, and (iii) post-tenure review process. The provost must approve college or department workload expectations which vary significantly from expected college minimum loads.

Faculty in the College of Natural Resources generally work in five of the University's six realms of responsibility in which they are valued and rewarded for their scholarship. The five realms most common for our college include:

1. Teaching and Mentoring of Undergraduate and Graduate Students
2. Discovery of Knowledge through Discipline-Guided Inquiry
3. Extension and Engagement with Constituencies outside the University
4. Technological and Managerial Innovation
5. Service in Professional Societies and within the University

General guidelines for workloads in each of these realms are discussed below. Expectations are presented for the 9-month academic year. Faculty members with 12-month appointments will negotiate their summer assignments and expectations individually with their department heads. The percentage of effort in each realm of activity in the summer should be spelled out in the SFR.

In all realms, faculty are expected to mentor and supervise graduate students, including MS and PhD students, and as appropriate, postdoctoral scholars and other research staff. Mentoring will be included in the appropriate realm for SFRs, annual review, and RPT/PTR, with no double-counting.

Teaching and Mentoring of Undergraduate and Graduate Students

Faculty in the College of Natural Resources have a wide range of positions, with varying allocations of effort to teaching and mentoring. However, faculty are expected to teach courses and mentor students. For faculty with substantial mentoring responsibilities (such as advising graduate students or mentoring undergraduate research), the expectation is to teach roughly one credit hour for each 5% of effort allocated to teaching and mentoring in their SFR. Faculty who incorporate high impact pedagogy consistent with the university QEP (such as experiential learning, or writing intensive assignments) or courses with contact hours greater than credit hours (such as labs or practicums), especially without TA support, may teach fewer credit hours relative to the effort allocated to teaching and mentoring in their SFR. Faculty developing new courses or helping meet curricular needs through special topics course numbers will receive full credit for the contact hours required to deliver those courses. Courses that are not conducted in regularly scheduled class meetings (as specified in course schedules established by Registration and Records, Study Abroad, or other university scheduling authorities), such as "readings," "special topics," "problems," or "research" courses are generally excluded from the teaching load calculation. In general, in-person and synchronous on-line courses, and undergraduate and graduate courses, are treated similarly. Collaborative team teaching is encouraged and is credited on a case-by-case basis by department heads.

On a rolling 3-year average, faculty are generally expected to allocate effort equivalent to one course to the mentoring of students. Serving as the primary advisor of one graduate student is typically equivalent to 0.25 course equivalents, although this depends on the phase in the student's career and the involvement of other faculty members. Mentoring effort per graduate student in large labs is credited on a case-by-case basis by department heads. Advising and mentoring ten undergraduate students regarding

course selection and other aspects of their academic programs is typically equivalent to 0.25 course equivalents. Mentoring effort per undergraduate advisee by faculty with academic service roles is credited on a case-by-case basis by department heads. These ratios serve as benchmarks for determining the effort that should be credited for co-advising graduate students, serving on graduate student committees, training lab, section, or classroom instructors in pedagogy, or other forms or mentoring. Faculty who dedicate less than one course equivalent's effort to mentoring are expected to teach more credit hours relative to the effort allocated to teaching and mentoring in their SFR.

Discovery of Knowledge through Discipline-Guided Inquiry

The general expectation for a faculty member with effort in research is to maintain an active, high quality research program at a level commensurate with their appointment and their percentage allocation of effort.

Research workload is, by its nature, highly individualized. However, the two basic components of an active, high quality research program include:

1. Funded extramural research projects,
2. Scholarly outputs in keeping with the expectations of the department's Reappointment, Promotion and Tenure (RPT) rules, and Post Tenure Review (PTR) rules

Extension and Engagement with Constituencies outside the University

The general expectation for a faculty member with effort in extension or engagement is to maintain an active, high-quality extension or engagement program at a level commensurate with their appointment.

The basic components of an active, high-quality extension or engagement program include:

1. Multiple activities that build on and reinforce each other and are focused on meeting the needs of the target audience,
2. Evaluation and measures of impact that demonstrate intent to create change in a sequence of outcomes,
3. Scholarly outputs in keeping with the expectations of the department's RPT, and PTR rules,
4. Funded extramural extension or engagement projects

Service in Professional Societies and Service within the University

Service includes both participation in department, college, and university committees as well as other activities such as advising officially sanctioned student clubs. Service also includes leadership in professional societies or industry associations; serving on scientific review panels, local, state and federal committees; providing external reviews for tenure and promotion; or other appropriate external group activities.

Administrative responsibilities are also documented in this area of responsibility. In general, an assignment as Associate Department Head, Department Undergraduate Curriculum Coordinator, Director of Undergraduate Programs, Director of Graduate Programs, Program Director/Coordinator, or Distance Education Coordinator should comprise no more than about 25% of total effort.

Course Releases

In the unusual case that a faculty member wants to request a course release, they should contact the department head to justify the request and seek permission. In general, the cost of a course

release will be at least $2,000 per credit hour or up to 5% of the faculty member's salary per credit hour. All requests must be proposed in writing to the department head by June 1 for the spring semester, and November 1 for the fall semester, so that an appropriate substitute instructor can be arranged.

Appropriate justifications for course releases could include implementing an intensive new research or extension and engagement project, developing a new class or research initiative, and academic program or professional development.

For grant-funded releases, requests should first be made when a grant proposal is submitted, so that an appropriate amount can be included in the proposed budget. If the grant is funded, faculty should bring the specific request for release back to the attention of their department head in accordance with the dates listed above.

Releases may not be granted for two consecutive years, with the exception of grant-funded releases approved at the time of grant submission, or releases that are part of a department program to offer training in pedagogy and instructional experience to PhD students and/or post-doctoral scholars.

Scholarly Reassignment

Scholarly reassignment is governed by NCSU REG 05.20.24, Scholarly Reassignment for Faculty. Faculty in CNR are encouraged to take advantage of this opportunity. Similar to requesting course release, when faculty are eligible for scholarly reassignment, they should contact the department head to justify the request and seek permission. All requests must be submitted to the department head by June 1 for the spring semester, and November 1 for the fall semester, so that appropriate substitute instructors and other reassignments can be arranged.

Summer and Overload Pay

In general, 12-month faculty are not eligible for additional summer salary. Nine-month faculty are eligible for additional compensation as articulated in NCSU REG 05.58.01, Additional Compensation Paid through the University, to conduct research, to teach summer courses, and to perform other duties requested by the department head.

Overload pay can only be earned for assignments of work that exceed the expectations of the SFR.